DOCUMENT RESUME

ED 426 049 SP 038 251

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TITLE Teachers and the Roles of the Inspectors in Centralized Turkish Primary Schools.
PUB DATE 1997-08-00
NOTE 18p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (51st, Vail, CO, August 12-16, 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *Elementary School Teachers; Foreign Countries; *Supervisors; *Teacher Attitudes; Teacher Characteristics; Teacher Competencies; *Teacher Supervision
IDENTIFIERS *Turkey

ABSTRACT

This study investigated the expectations that Turkish primary school teachers had regarding classroom supervision by primary education supervisors, focusing on differences by teachers' gender, job experience, level of education, and frequency of supervision. A questionnaire was administered to 501 elementary school teachers (155 male, 334 female, 12 missing) from 27 randomly selected schools in five districts of Ankara, Turkey. The questionnaire consisted of two parts. The first part asked the teacher's gender, level of education, job experience, and frequency of supervision. The second part asked 59 questions about the teacher's expectations. Data analysis indicated that there was a significant difference in the expectations of elementary school teachers with respect to gender. However, there were no significant differences in their expectations of classroom supervision related to level of education, job experience, or frequency of supervision. Teachers felt that supervisors were more concerned with strict control, investigation, evaluation, and inspection than with guidance and improvement. Also, they believed that supervisors did not follow supervisory guidelines but instead supervised the way they wanted to. Teachers were not aware of all the regulations related to supervision. The researcher concludes that 1-hour classroom observation is not enough to evaluate or guide teachers, and the evaluation system needs improvement. (Contains 18 references.) (SM)

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ED 426 049

TEACHERS AND THE ROLES OF THE INSPECTORS IN CETRALIZED TURKISH PRIMARY SCHOOLS

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Paper presented at the 51st Annual Conference

National Council of Professors of Educational Administration, Vail,

Colorado, August 12-16, 1997.

SP038251

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TEACHERS AND THE ROLES OF THE INSPECTORS IN CETRALIZED TURKISH PRIMARY SCHOOL

ABSTRACT

The purpose of this study was to investigate the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to their sex, job experience, level of education, and frequency of supervision. The questionnaire developed by the researcher applied to the 501 elementary school teachers from 27 randomly selected schools in five districts of Ankara. After collection of the data, all statistical analyses such as descriptive statistics, t-test, one-way analysis of variance and chi-square tests were performed, using the SPSS/PC+. It was found that there is a significant difference in the expectations of the elementary school teachers on classroom supervision with respect to sex (p, .008<.05). On the other hand, no significant difference was found in the expectations of the elementary school teachers on classroom supervision, with respect to their level of education, job experience, and frequency of supervision.

INTRODUCTION

The title can be seen very strict and scary when it is read in this are, especially in education. Actually, in this paper I am going to use supervision and supervisors concepts rather than inspection and inspector since their functions as if seen inspection. When I review the literature, I realized that what the supervisors are doing in Turkey is functioning more intensely in investigation, control, evaluations, finding weak point of teachers that it sounds inspection rather than guidance, assistance a new teacher, any activity which improve the instruction. According to Sergiovanni and Starratt (1983) supervisors, who work primarily in the area in the area of instructional improvement, are expected to be experts in educational and instructional matter.

In Turkish Educational System there are two types of supervision: Ministerial supervision and Primary Education supervision.

Ministerial supervision stationed in Ankara, Istanbul and Izmir supervise all the secondary schools in Turkey.

Primary Education Supervision carried out by primary education supervisors. They supervise the primary education schools and independent elementary schools, located in provinces.

In the Turkish Educational system, the elements of supervisory activities are as follows:

1-General supervision,
2-Classroom supervision,
1- Exam supervision,
2- Some duties related to new opened public and private educational organizations,
3- Investigations and researching,
4- Examinations.

Classroom supervision mentioned above, is the part of the supervision. In the regulations, it is stated that classroom supervision is carried out during the general supervision or separately. In the supervision, supervisors are checking following matters:

- teachers' perfection,
- teacher's loyalty to their job,
- teachers' teaching methods and its success in application,
- the level of students' success and the influence of the result of courses on the general educational level of the school.

In classroom supervision, besides the investigation of class hours studies the supervisors are supervised also:

- how the curriculum and annual plan are applied,
- teachers' sufficiency in preparing the exam's questions,
- students' homework and teachers' attention in correcting them,
- the level of the knowledge and skills of proficiency experienced during the workshops and lab practices,
- the teachers' success in orientation of pupils to individualistic study.

There are many views about the necessity of supervision. Some researchers ask, should there be classroom visitation? Eye and Netzer indicate that indeed there should be.

These visitations should be done in order to carry out a given purpose. Instruction takes place in the classroom. In order to learn what is happening in the classroom, supervision should be done (Eye and Netzer, 1965).

Some educators claim that supervision should be eliminated from educational organizations, some others supports supervision. According to Lowell and Wiles (1985) if supervision is viewed as a means of seeking improvement of curriculum and instruction, supervision is needed. In addition, school systems are being enlarged to make the possible provision of more services to the classroom teachers. Because of this enlargement of schools systems and technological development more assistance are needed by teachers in the classrooms.

Classroom supervision in general depends on only the observation of supervisors. In this sense, the researchers believe that supervisors should know not only their perceptions but also teachers' perceptions concerning supervisory activities. Because knowing this perception in turn would facilitate making true and objective observation. It is observed that supervisors have not enough knowledge about teachers' and principals' perception and expectations of classroom supervision (Atay, 1987).

According to general observation and acquired impression, the supervisors do not have adequate knowledge about teachers' expectations on supervisors' role. It is inevitable that this situation can has a negative influence on the relationships between supervisors and teachers, who in fact should work and cooperate together for the realization of the same objectives. In order to provide assistance to teachers who are in need, supervisors should know teachers' expectations in terms of establishing a required cooperation. Those supervisors who are not aware of teachers' expectations cannot

provide vocational assistance. They also cannot carry out their job effectively (Atay, 1987).

According to Aydin (1985), the first study on classroom supervision was done by Karagozoglu (1972). Later researches in this are: The supervisory activities in the primary education (Karagozoglu, 1977), the role of the primary education supervisors in Turkish Educational system (Oz, 1977): the subject of the duties of school administrators (Basar, 1981): the supervision of organization (Taymaz, 1982): The subject of guidance and helping role of ministerial supervisors (Balci, 1982): selecting and educating the ministerial supervisors (Basar, 1985); supervisors and their investigation duties on judge (Taymaz, 1985): supervisors' role in group process (Aydin, 1986); the expectations of elementary school teachers on sufficiency area of supervisors (Atay, 1987); the guidance activities of supervisors (Buyukisik, 1989); The perception of teachers and principals on the classroom supervision carried out by ministerial supervisors (Karsli, 1990).

The above studies are mostly related to the roles or duties of the supervisors. It seems that there are limited researches on classroom supervision carried out by primary education supervisors. The researcher could not find any research directly related to the expectations of the elementary school teachers on classroom supervision in Turkey.

From the studies it is understood that basically the aim of the supervision is the improvement of the instruction. Both teachers and supervisors do agree on that assumption. Since supervisors are on the superior position according to the hierarchical procedure they give guidance and orientations on teachers. In order to guide effectively and sufficiently supervisors should know the teachers' expectations. From this point of view in this study, the expectations of the elementary school teachers from primary

education supervisors on classroom supervision with respect to sex, level of education, job experience and frequency of supervision, was investigated.

METHOD OF THE STUDY

Sample

The population of this study consisted of all public elementary school teachers in Ankara metropolitan area.

In the first step the public elementary school size was obtained from directorate of the National Education of Ankara by the researcher. Then elementary schools, which are located in five metropolitan districts (town), were determined. 10% of each district' public elementary schools were chosen by using random sampling procedures. In this sense 27 public elementary schools were chosen. From these schools 501 elementary school teachers (155 male, 334 female, 12 missing) participated to the research.

Instrument

The conducted questionnaire was developed by researcher to determine the expectations of the elementary school teachers from primary education supervisors on classroom supervision. First, three open-ended questions were asked to 50 elementary school teachers in order to prepare the item pools. After reading all answer, the questionnaire was written. Some items were taken from primary education regulation and from the literature.

The questionnaire consisted of two parts. In the first part, there are four questions, which are related to teacher's sex, level of education, job experience and frequency of supervision. In the second part, there are 59 questions related to teachers' expectations.

The respondents were asked to indicate the most appropriate answer from the following likert scale:1)-Very important, 2)-Important, 3)-Not important

Validity and Reliability Investigations of the Questionnaire

In this study face validity was determined. The questionnaire was given to the specialists and the elementary school teachers in the field. After obtaining recommendations of the specialist and teachers, the necessary changes were made. Then, a pilot study was conducted with 156 elementary school teachers from selected six schools in Ankara. After the pilot study, the finalized form was developed. For reliability, the SPSS reliability program (Nie, et all, 1972) was run and Cronbach alpha reliability coefficient was found to be .90. All items (59) were used because there weren't any negative correlation among the items.

The reliability and validity evidences obtained from the questionnaire indicate that the instrument could be used as a measure of the expectations of the elementary school teachers from primary education supervisors on classroom supervision.

Procedure

The questionnaire was given to 501 elementary school teachers from 27 chosen schools in five districts of Ankara. The primary aim was to determine the expectations of the elementary school teachers from primary education supervisors on classroom supervision.

Teachers visited at their schools, the aim of the study was explained and specific information was given to them. The subjects were asked to rate the items by putting the sign on one of the three possible answers on the scale.

The researcher informed the subjects that she was only interested in the group results, any sign on the questionnaire about their identities was not to be considered, in case they wondered.

Analysis of the Data

In the data analysis, descriptive statistics, one-way analysis of variance, t-test, and chi-square, were used.

Descriptive statistics were used for getting information about the demographic characteristics of sample and frequency of items.

One-way analysis of variance was used for the investigation of main difference among the groups. This analysis was used for the level of education of teachers, frequency of supervision of teachers, and job experience of teachers. On the other hand to find out whether there is a significant difference between the mean scores of male and female teachers, t-test was used. Also in order to determine which items are differentiated according to sex, chi-square was used.

All statistical analyses were accomplished by running descriptive statistics, t-test, one-way analysis of variance, chi-square subprograms of SPSS/PC+.

RESULTS OF THE STUDY

In the present study, first descriptive statistics was run. The frequency distributions of all items and each category were taken by using SPSS/PC+ programs. Second, t-test, and one-way analysis of variances were used in order to check whether or not there is a significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to sex, level of education, job experience, and frequency of supervision of teachers by using SPSS/PC+ programs.

46 items were rated as very important, 10 items were important and 3 items were rated as unimportant.

SUBPROBLEM ONE

Sex

It was found that there is a significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to sex by using t-test (p.008) at .05 level.

In order to find out which items were significantly different with respect to sex chi-square was used. Items will be discussed in discussion part.

SUBPROBLEM TWO

Job Experience

It was found that there is no significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision

with respect to their job experience by using one-way analysis of variance (p.6831) at .05 level.

SUBPROBLEM THREE

Level of Education

For this subproblem one-way analysis of variance was used. It was found that there is no significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to their levels of education at the .05 level (p,.3241).

SUBPROBLEM FOUR

Frequency of Supervision

By using one-way analysis of variance, it was found that there is no significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision at the .05 level (p, .9741).

In sum, by using statistical techniques (one-way analysis of variance, t-test, chi-square), it was found that there is no significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to their level of education, job experience and frequency of supervision. But on the other hand, it was found that there is a significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to sex at the .05 level.

DISCUSSION AND RECOMMENDATIONS

Discussion of the Findings

In the literature the supervision is shortly defined as the improvement of the instruction and instructional program. Supervision has some functions of which are inspection, control, guidance, improvement, evaluation and investigation. These functions are written as objectives of the supervision in the Turkish Educational System. In practice, it seems that primary education supervision is based on the strict control, investigation, evaluation and inspection. The guidance and improvement sides of supervision are not taken into consideration by supervisors.

Items found very important by teachers are mostly stated in the regulations of the supervision that should be obeyed by supervisors. It is said that there is a big gap between practice and written objectives. In other words, primary education supervisors don't apply the regulations exactly while supervising teachers, they just supervise how they want. Oz (1977) found that there is a gap between written objectives or regulations and activities, which are performed by supervisors in the field. It seems that there is a similarity between finding of two studies. In addition, it seems that teachers are also not aware of the regulations related to supervision. Moreover, the improvement of the system and guiding function of supervisors is found very important by teachers. In fact, these are the important functions of the supervision that should be achieved. This result is same with Buyukisik's (1989) study that it was found that the guidance activities of supervisors are very limited. So, guidance activities should be extended.

The items of the questionnaire were found very important by teachers since they were related to democratic type of supervision.

The main point of items found important by teachers is mostly related to students. These items were taken from Primary Education Regulations. Student behaviors must be evaluated by teachers according to these items. On the other hand teachers may be supervised according to these items. Some of these items are related with the students' attitude towards their friends, teachers, and instructional tools. Others are related with the cooperation of the teachers and parents, students' social and leisure time activities, which are performed during the semester. Although these items are related to students, teachers' performance on the achievement of these activities can be observed during classroom supervision.

The items found not important by teachers are determinations of the number and date of the supervision, and getting information from principal about teachers before going to the classroom.

It was found that there is a significant difference in the expectations of the elementary school teachers from primary education supervisors on classroom supervision with respect to sex. Having looked at chi-square result, it is seen that some items were differentiated by sex. These items are frequently rated by female teachers who give more importance to the evaluation side of supervision and they want more democratic participation in the supervision. In addition, the female teachers expect supervisors to take into consideration that teachers would be tired towards the last class hours. Moreover, female teachers expect supervisors to introduce herself/himself to the classroom and give importance to proper dressing. Furthermore, female teachers give

importance to the pupils' attitude within classroom, pupils' attitude towards teachers, instruction, instructional aids, and their friends.

Lastly, it was found that there is no significant difference in the expectations of the elementary school teachers with respect to their level of education, job experience, and frequency of supervision. In fact, job experience and frequency of supervision are also parallel to each other. This indicates that teachers had given realistic answers. It seems that teachers' level of education does not seem to affect their expectations. In analysis of the demographic characteristics of the sample, with respect to the level of education, shows that most teachers were graduates of two years of higher education from the Faculty of Open Education. This inadequate education might have created the diverse relationship.

Finally, one could conclude that if the supervisors applied the rules and regulations, the teachers' expectations could have been satisfied. If the supervisors understood the expectations of the teachers, they would have acted accordingly.

Recommendations

- Job experience or in-service training is not enough to become a primary education supervisor. A few of the supervisors were graduated from universities. It could be essential that all supervisors be university graduates and more.
- Supervisors should participate in the in-service training held every year in order to follow the new developments in the supervision area.
- After the classroom supervision, there should be an evaluation session with the teachers and the immediate feedback should be given.

- After classroom supervision, supervisors should discuss with teachers the positive and negative aspects of their evaluations. Teachers' positive behaviors should be emphasized in order to encourage them to do their jobs more productive.
- Supervisors should give importance to the guidance and improvement function of supervision rather than control and evaluation.
- Teachers should also be supervised by other teachers, and school principals in order to get immediate feedback.
- There should be genuine relationship between the supervisors and teachers.
- The number of primary education supervisors should be increased. As a result of this, classroom supervision can be performed systematically and frequently. The classroom supervision time should be extended, consequently.
- The classroom supervision criteria can be reorganized or developed.
- Obeying the regulations as much as possible by supervisors can be helpful for the accomplishment of the activities of the National Education.

In brief, supervision system should be reviewed, it can be removed from centralized system, and can be diffused in school level with new rules and regulations. It is obvious that, one hour classroom observation is not enough to evaluate or guide teachers. Reminding the routines to teachers do not improve the instruction. Finally, supervisors should give importance guidance to teachers rather than finding weak points of teachers, investigation, control and evaluation. While doing this they should know teachers' expectations.

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